

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 English Teaching

In globalization era children need to learn more than one language. Susanto (2017) states children learn language start from early moments, if children learned English language when they entered school, they were more interested not just reading, also they can speak English. Become English teacher is not easy job for people that's why they faced some problems when teaching process started, as the teacher needs to consider that the students as the learners have different characteristic, especially in learning process. Based on Baidawi (2016), teachers explain to the students with communication tool that is language, teaching is done with communication, because with communication, teacher can deliver the material which are system of sounds, words, and grammars' rules. The ability in language learning will implicate not only in mastering those systems but also memorization and habit formation. One of challenges when teaching foreign language is the way for motivate the students to speak in English. The confidence of the students will increase when they always participate in activities and practice the activities using English. Teaching English is focused on either teaching the language, not only about the language. Jannah (2016) states the method is at the level of design which the roles of teachers, learners and materials specified. Beside the teachers, learners also play important roles in classroom. Learners need to be more speak up, give idea and contribute in class.

Teaching vocabulary using the word list can be took a long time. One of vocabulary researcher, Yamamoto (2014) found that Japanese university students using word list to help them to learn vocabulary outside the classroom. The students explain by adopting and combining are several strategies in the self-study vocabulary list, along with memorize and repetition are the most important ways. Using those ways, the students' can easily learn English vocabulary and the outcomes were satisfying, students' words are increased in receptive and productive. The application will be considered successful if it is suitable between the material and the students' need. Matsuzoe (2012) states, that it could be a disaster when the definition of good teaching is different from other contexts and impact on a particular group of students.

## **2.2 Teaching and Learning Vocabulary**

It is impossible in teaching and learning without words when words is used to do communicate. Susanto (2017) concludes that in teaching and learning vocabulary in foreign language is based on words. In learning foreign language, it starts with vocabulary learning first. Daily vocabulary that will make it easier to know the purpose of the activities that will be carried out. Conversation for example, the speaker will not be able to have conversations without words, words that we will ask as questions or statements. Teaching English as foreign language is considered as most discussed part. Because the vocabulary to be studied is not a mother language but something new that can confuse while the learning process held. The teacher must prepare the appropriate techniques and those that will be applied to students.

Learning vocabulary in the first place can be easier to learn foreign language. The ability of master the vocabulary is considered as important in learning foreign language. Susanto (2017) points out vocabulary in language is the center of communication ability. The ability to master vocabulary can increase the user's vocabulary knowledge. Vocabulary is also important and becomes a benchmark for success in learning a foreign language. By having a broader vocabulary, users can be said as a successful in a foreign language. The vocabulary itself lead the forming of spoken and written texts. When language learners need to express what they want, they need a lot of words. Nation (2001) states that people do not carry grammar books but dictionaries when they travel. Other researcher Alqahtani (2015) states, if people can produce grammatical sentences but not get vocabulary they need for convey, it would be useless. It means you can convey something without grammar, but you cannot convey without vocabulary.

### **2.3 Media**

Media is an unseparated-part in teaching and learning process. Media as technology for presents, records, shares, and distributes the material through certain senses. Based on Tejo (2011) media can be classified into 5 groups, which are;

- a) silent visual media,
- b) motion visual media,
- c) audio media,
- d) silent audio visual media, and
- e) audio visual motion media.

By analyzing the media, the researcher can know the classification of the presentation form. It classified into 7 groups;

- a) Graphics, printed material, and still images,
- b) Silent projection media,
- c) audio media,
- d) silent audio visual media,
- e) motion audio visual media,
- f) television media, and
- g) multimedia.

### 2.3.1 Visual Media

The visual media is type of media that can be easier to learn than other media. Jatmika (2005) underlines visual media that sometime teacher use to deliver the learning material to students in the learning process is images or photos. Beside images and photos, visual media has more media that can be used as teaching materials for students. Such as posters, diagrams, tables, maps, flipcharts, flashcards, bulletin boards, and much more.

The advantages in using visual media are;

- a) Visual media is concrete or absolute, because the images used to transmit material are real and clear.
- b) Adequet in minimize the limitations. Where is meant that students do not have to own but can understand in detail about the material.
- c) Cheap and easy. Visual media is a trasport that is very cheap and easy to make, no need to use new items, using recycled items, visual media can be made by anyone.

The target of learning is elementary school students, where they are interested in the media made by their teachers. Although only limited to the description, students will be appreciative of what has been presented by the teacher. Students' attention will be focused on the visual media that has been used by the teacher. Students can

find out new material and can reason themselves what they have seen in the visual media.

## **2.4 Visual-Verb**

Visual-verb is the use of visual media in vocabulary teaching especially in learning verb. Ma and Cook (2009) state, use verbs to indicate ongoing action, that's why verbs are challenging to visualize. The purpose of visual-verb is to obtain direct evidence regarding when children's use visual when they first begin learning to read words. Teaching using visual-verb is one of the solution in mastery vocabulary. With visual-verb students can build their connection between prior knowledge and new vocabulary they want to learn. Students directly understand and also can practice the verb that taught by the teacher. The use of visual-verb is believed can acquire the students' attention in learning process.

Visual-verb was enhanced by varying of height and ascending or descending position of letters within spelling to give each word a unique contour and by employing different letter in each spelling. Ehri and Wilce (2010) found the involvement of letter-sound when children begin with reading words, called sight-word learning. Twomey et al., (2014) state when mastery of language in general, the environment also plays a role in early verb learning due the reference of verbs that are different from the existing vocabulary. Verb acquisition have different show that verb learning is a fairly complicated process. Teaching vocabulary is important especially in daily verb because everyone practice those activity in daily activities, such as the simple words students learn like walk, jump, eat, drink, and talk. Use visual-verb is way more colorful than only use book, it shows graphics

and interesting pictures which can help students in memorizing words especially verbs.

#### **2.4.1 Visual-verb with Picture**

Many ways teaching vocabulary especially in teaching verb. One of them is using visual media – picture. Joklová (2009) states using picture for teaching will brings images of reality and fun media in class. Picture can change the lesson by adding the exercises or to create the atmosphere. Use picture as stimulus in teaching visual-verb is best way, because picture have full of potential that can be given. The sense of the context in teaching language is suitable in using picture because picture give a specific reference point or stimulus. The advantages using picture as the media in teaching visual-verb are availability, cheap often free, flexibility, using picture can give new things which mean picture come in variety of formats and style. Picture can attract the students' attention while learning visual-verb. In teaching visual-verb using picture as demonstration of the meaning need to be balanced with spoken repetition to help the students memorize. *(See in appendix 3)*

#### **2.4.2 Visual-verb with Poster**

Beside using picture when teaching vocabulary, teacher also can use poster. Kustiawan (2016) points out poster is a large sheet with picture and writing which displayed as announcement, advertisement, promotion, or as decoration. The main idea that delivered in poster come from the simplest picture and writing. In visual-verb teaching, poster is used to introducing the verb with the name, where the picture is made bigger than picture on book. While use the bigger picture students can know clearly about the verb, along with the name for minimalize the usage of Bahasa Indonesia. *(See in appendix 4)*

### 2.4.3 Visual-verb with Flipchart

Flipchart can help students while teaching vocabulary. Flipchart or flipbook is sheets likes calendar of 21x28cm and 50x75cm which arrange and tie at the top. Based on Nurseto (2011), flipchart are divided into 2 types; flipchart with blank space where ready to fill up and flipchart that are full of picture, text, graphic, and so on ready to be explained. Only use the points is the aim of using flipchart as media.

The ways in use flipchart based on Nurseto (2011) :

- a. Self prepared, means the teacher need to mastery the material well, and have the ability in use flipchart.
- b. The right placement, means the flipchart's position which can be seen well in whole class.
- c. Students' arrangement, example be half circle, letter "U" who students can get the right view.
- d. Introduction of the main subject, used in the pre- teaching session to introduce the material.
- e. Present the picture, when entering the material, start to showing sheets' of picture in flipchart also give sufficient information.
- f. Give students the opportunity to ask question, where teacher gives the stimulation so students want to ask, need some clarification, and give students' a chance for giving a comment about the flipchart presentation.
- g. Conclude the material, encourage the students to share their material conclusion, if needed, can reopen some important material.

*(See in appendix 5)*

### 2.4.4 Visual-verb with Flashcard

Introducing the vocabulary to children can use any media. Children can learn vocabulary using visual media especially flashcard. Teaching visual-verb can use flashcard. Visual-verb using flashcard showing the picture that help the teacher in deliver the verb they learn. Using flashcard, students can understand more clearly the verbs they learn.

Flashcards or word cards are a set of double-sided cards have design for learning vocabulary directly, by flipping the side of the cards. Using a flashcard, the children's concentration will not easily to split. Avoiding children get bored easily, teacher can use this way for teaching vocabulary using flashcard. Flashcards are easy to make. Flashcard can be made for colors and in various forms that can attract children's visual attention. Based on Gelfgren (2012) states that flashcard have positive effect on visual learning process because it's clear and colorful. Flashcard is flexible and suitable for any kind of learning technique. *(See in appendix 6)*

According to Gelfgren (2012), flashcards have many types :

a) Quiz cards

Quiz cards is a flashcard for testing the students' skill. Quiz card make the test into a fun game. By using the quiz cards, teacher will make a question or statement that need to answer by the students. It can give students a different perspective and stimulate for make a discussion based on quiz. In this research, it fosters the students' attitudes towards listening to others opinion in a discussion.

b) Role-play cards

Using role-play cards, teacher can encourage the students to learn in fun way. The students can use the words they already know or learn new words. Use role-play students can develop their imagination and improvisation. Role-play cards can help students for improving their own words, and can improve students' communicative skills.

c) Flashcards synonym and opposite



This flashcard, can enrich the student's vocabulary. In synonym flashcard, teacher is use the new word for the synonym. It is way easier for students to learn and understand. The opposite flashcard is the same with synonym flashcard. It is also easier for teacher to introduce the new vocabulary in classroom.

d) Association flashcard

This flashcard use the topic for introducing the new vocabulary. The teacher use the keyword for the students. Association means a set of an object. The example using this flashcard is the use of one word such as "Animal", here the students will answer whatever animal it is.

e) Flashcard about number and time

Using this flashcard, students can learn number in a fun way. In one flashcard consist of the picture of number, the counting object in a lot of color. Time flashcard also same with number flashcard, but the time flashcard have the picture of clock, time, and the name of time such as half, quarter, past.

f) Flashcard for dictation and reading

The purpose of dictation card is to make students easier for spelling by reading the card first. Use text can be a great tool for teacher and students. By read what is in the card, indirectly students will spell and say it loud even though it have wrong pronunciation.